

Impact of an Eight Week Program on the Wellbeing of Ohio State Undergraduates

Senior Honors Thesis

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PROBLEM STATEMENT

College students who desire to achieve academically and otherwise may sacrifice health and quality of life to get ahead. When this is the case, habits that contribute to poor health and wellbeing can continue throughout the lifespan and result in negative health consequences in later years. Many of the roots of these habits are lifestyle factors that can be addressed through adopting health and wellbeing behaviors in college.

BACKGROUND

- Literature Review
- Setting and target population
- Program history
- Key stakeholders
- Purpose of evaluation

Literature Review

While the field of college health and wellness has been around for some time, the literature does not show many programs similar to the Balanced Buckeye Program. A look across various health behaviors, however, shows that health and wellness is a legitimate concern on college campuses.

According to Huang, most college students are not meeting dietary and physical activity guidelines, suggesting the need for prevention interventions and increased understanding of overweight in college students [1]. Not surprisingly, students entering their first year of college are faced with many stresses and changes, including changes in eating and exercise behavior [2]. Findings from a study by Deckro indicate that a 6-week training program for students can significantly reduce self-reported psychological distress, anxiety, and the perception of stress [3].

College students also experience low sleep quality, when assessed by standard measures. Perceived stress (rather than sleep schedule regularity, alcohol or drug use, exercise frequency, or electronics usage) provided the most explanatory power for poor sleep in this population [4]. It appears as if stress – both in its own right and as a cause of other health concerns – is not just an issue at Ohio State.

Despite the relatively sparse collection of literature, a 2007 study at the University of Wyoming serves as a benchmark for a comprehensive wellbeing program. In this pilot investigation, Gieck and Olsen examined the influence of a holistic model of wellness on activity level among obese and sedentary college students. Results indicate that a holistic model of health is useful for increasing activity and short term adherence to a lifestyle approach to health. Participants who completed the 11-week intervention experienced a decrease in body fat and increased self-efficacy and knowledge concerning principles of holistic wellness [5].

Though the Balanced Buckeye Program does not target obese and/or sedentary student, it is encouraging to see positive impact coming from a comprehensive wellness program. One-month follow-up data from the University of Wyoming study indicated that the majority of participants who

completed the intervention continued to engage in behaviors consistent with a holistic model of wellness. In particular, participants used walking as a form of activity and stress reduction, most still used their pedometers, most employed healthier eating patterns, and most participants continued to engage in behaviors important for maintaining flexibility and proper hydration [5].

This study will build off the existing physical activity, stress management, and sleep literature, and will serve as a comparison to the holistic wellness study by Gieck and Olsen. College health and wellness seems to be a growing area of interest for health behavior researchers and higher education professionals alike.

Setting

Ohio State University, Columbus Campus

Target population

Ohio State University undergraduate students with at least one campus activity/employment

Program History

The Balanced Buckeye Program was launched as a pilot program to 10 students in Fall Semester 2012, in an effort to combat perceived rising stress levels among student employees at Ohio State. The program was seven weeks long, with participants from the Ohio Union, Recreational Sports, and Mount Leadership Society. Based on mostly-positive feedback, the program was offered again in Spring Semester 2013. The two main changes to the program from fall to spring were adding an additional week to the program and expanding the program from one section to two. Recruitment efforts were also more-widespread for the spring program.

Key Stakeholders

Units:

- Office of Student Life
- Department of Recreational Sports
- The Ohio Union
- Student Wellness Center

Individuals:

- Dr. Javon Adams-Gaston – Vice President of Student Life
- Tracy Stuck – Assistant Vice President of Student Life
- Dr. Don Stenta – Director of Recreational Sports
- Connie Boehm – Director of Student Wellness Center
- Jen Pelletier – Assistant Director of Ohio Union
- Rob Jech – Assistant Director of Recreational Sports

- Matt Lehrer – Student Employee in Recreational Sports; Program evaluator

Purpose of Evaluation

The purpose of evaluating this program is two-fold:

1. Inform internal changes to the content and delivery of the program
2. Draw attention to the program from other areas of the university to attract funding and raise awareness of both the program and student wellbeing

HYPOTHESIS

Null Hypothesis: There will be no significant change in composite or sub group wellbeing score in the Balanced Buckeye Program participants vs. the comparison group at post-test and follow-up.

Alternative hypothesis: Balanced Buckeye Program participants will increase their composite and each sub group wellbeing score vs. the comparison group at post-test and follow-up.

METHODOLOGY

- Design
- Recruitment
- Implementation and Program Content
- Evaluation

Design

- Eight-week program running from January 8 – March 6, 2013
- Thirty-eight participants at start of program
 - 20 participants met Tuesdays from 6:00 – 7:30 p.m.
 - 18 participants met Wednesdays from 6:00 – 7:30 p.m.
- Three facilitators per session:
 - Tuesday session facilitators:
 - Jen Pelletier – Assistant Director of Ohio Union; facilitated Fall 2012 pilot
 - Matt Lehrer – Recreational Sports student employee; facilitated Fall 2012 pilot
 - Katelyn Kramer – Recreational Sports student employee; Fall 2012 pilot participant
 - Wednesday session facilitators:
 - Rob Jech – Assistant Director of Recreational Sports; facilitated Fall 2012 pilot
 - Matt Lehrer – Recreational Sports student employee; facilitated Fall 2012 pilot
 - Stephanie Jasper – Fall 2012 pilot participant
- Program outline (explained in greater detail in implementation section):
 - Each week: Lecture, discussion, and activities related to that week's topic
 - Homework: Assigned outside activity in preparation for the next week's topic
- Participants complete Wellbeing Finder assessment at during week one, week eight, and one month after program

Recruitment

Participants for the Balanced Buckeye Program were recruited primarily through email and word of mouth. Emails were sent to the following groups in the first two weeks of December:

- Student Leadership Advocates
- Changing Health Attitudes and Actions to Recreate Girls
- SPHINX Senior Class Honorary
- Ohio Union and Recreational Sports student employees
- Sport Club and Intramural team captains

These groups were chosen because they were easily accessible. The three Balanced Buckeye Program staff members were involved in each of these groups, so they had access to the email list serves.

This is an example of a recruitment email sent to the above groups:

"My name is Matt Lehrer and I am a senior studying Exercise Science. Because you are all health-minded people, I want to offer an opportunity to participate in a new Student Life program that will be a supplement to the things you already do in CHAARG.

*This summer and fall, I've worked with Union and Rec Sports staff to develop and pilot the **Balanced Buckeye Program: an 8-week wellbeing promotion program designed to increase quality of life for Ohio State students.** The curriculum focuses on developing a vision for your future, goal-setting, time management and prioritization, and physical, community, career, financial, and social wellbeing.*

Topics we cover include exercise and nutrition, blending and articulating your passions and talents when seeking a career, utilizing your social network to meet your emotional needs, creating a personal financial budget and planning for the future, and how to take advantage of all the amazing things Columbus has to offer.

*We had 11 students pilot the program this fall, and received great feedback to build on for spring. Come spring semester, **we will have two sections of 15 students each that will meet from Week 1 - Week 8. One section is on Tuesdays 6-7:30 p.m. and the other Wednesdays 6-7:30 p.m.***

***The instructions to register, along with meeting times and more info, are in the attached pdf.** Please register only if you can commit to being there each week. Ten people have already signed up for the 30 available spots, so if you're interested act quickly!*

Feel free to email me at lehrer.14@osu.edu if you have any questions.

Thanks!"

Attached to this email was an information sheet with instructions to register for the program. That sheet is Appendix A

Implementation and Content

Below is an outline for the entire program. The complete lesson plans for each meeting are found in Appendix B

Week One – January 7

Topics: Welcome/Vision Boards/Program Overview

Program overview and goals

Bring members of the first group in to give an introduction and overview

Team building activity

Vision boarding activity

Time Management Seminar and Focus on Overcoming Obstacles

Distribute "StrengthsQuest" codes

Distribute “Wellbeing” book

Homework:

- Take StrengthsQuest assessment online (email strengths by Monday at 5 p.m.)
- Take Wellbeing assessment online and set up daily tracker
- Set “Action Plan” online for all five areas of wellbeing
- Complete time management audit and integration plan
- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt

Week Two – January 14

Topics: Time Management

Time Management Seminar and Focus on Overcoming Obstacles

Homework:

- Complete fitness assessment – personal training consultation, meeting with campus dietician (TBA through SWC, Student Health Services, or OSUMC)
- Continue daily tracker
- Update Wellbeing Action Plan
- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt

Week Three – January 21

Topics: Strengths

Team builder activity

Homework:

- Columbus community immersion experience (variety of options available or open for suggestion: local restaurant, community service, art museum, etc.)
- Continue daily tracker
- Update Wellbeing Action Plan
- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt

Week Four – January 28

Topics: Physical Wellness

Team builder activity

Review homework: Fitness Assessment & Grocery List

Wellbeing Topic One: Physical Wellbeing

Homework:

- Columbus community immersion experience (variety of options available or open for suggestion: local restaurant, community service, art museum, etc.)
- Continue daily tracker
- Update Wellbeing Action Plan

- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt

Week Five – February 4

Topics: Community Wellbeing

SL Resources: Introduce stress management resources through Counseling and Consultation / Services Experience Columbus / Columbus Partnership

Strengths: Weave strengths in

Team builder activity

Review homework: Community Immersion planning

Wellbeing Topic Two: Community Wellbeing (Aesthetic, Environmental, Spiritual)

Homework:

- Budget and financial planning with professional, assess needs v. wants
- “Buy” an experience
- Continue daily tracker
- Update Wellbeing Action Plan
- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt
- Access Buckeye Career Network resources and complete at least one online module
- Continue daily tracker
- Update Wellbeing Action Plan
- Meeting with accountability partner (specific conversation prompts provided)

Week Six – February 11

Topics: Financial Wellbeing & Career Wellbeing

SL Resources: SWC Financial Resources/ Career Connections / Youkin Success Center

Strengths: Weave strengths in

Team builder activity

Review homework: debrief “experiences” and budget planning & Community immersion experience

Wellbeing Topic Three: Financial Wellbeing & Career Wellbeing (Intellectual)

Homework:

- One-on-one meetings
- Focus on personal network, make at least two social connections
- Develop draft of personal wellbeing plan
- Continue daily tracker
- Update Wellbeing Action Plan
- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt

Week Seven – February 18

Topics: Social Wellbeing

SL Resources: CCS / SWC

Strengths: Weave strengths in

Team builder activity

Review homework: Social connections and one-on-one meetings

Wellbeing Topic Five: Social Wellbeing

Homework:

- Assessment
- Vision Board Revisions

Week Eight – February 25

Topics: Final Wrap up

Team building activity

Review homework/vision board: social connections, share personal wellbeing plan drafts

Bringing it all together: review of wellbeing topics, finalizing your personal brand (Me Inc.)

Final reflection and individual presentation of plans

Focus on integration of concepts and sustainability of changed behaviors

Charge:

- Finalize personal wellbeing plan
- Tell one person about your experience

Evaluation

- Participant assessment instructions
- Instrument
- Statistical Analysis

Participant Assessment Instructions:

-Participants took Gallup's Wellbeing Finder Week 1, Week 8, and one month after program

-An email was sent to each participant during Week 1, Week 8 and one month after the program asking them to complete the Wellbeing Finder and submit their results. Below are the instructions:

-Log on to your account at wbfinder.com

-Click on the "My Wellbeing" tab at the top of the page

-Click "Take Wellbeing Finder" on right-hand column

-Once you have taken the assessment, click on "Email Your Report" on right-hand column

-Under "Report Pages:" check all boxes except "Action Plan" and "Daily wellbeing on:"

-Click the blue "next" button and under "Recipient's email address" type my email address (mlehrer20@gmail.com)

-Send e-mail!

Instrument – Wellbeing Finder

Goal of Instrument: Identify wellbeing dimensions that explain differences in wellbeing for people in diverse life situations, and that represent areas in which individuals can take action to improve their wellbeing [6].

Wellbeing defined: All things that are important to how we think about and experience our lives [6].

Instrument History and Development [6]:

-Phase 1 – Review of Historical Gallup wellbeing research

- Gallup conducted global research starting in the 1990s. Surveys gathered information about safety, food, shelter, quality of work, health, relationships, economics, and community involvement.
- Survey questions were reviewed for evidence of reliability, validity, and application to individual intervention

-Phase 2 – Gallup Global Research and Analysis

- Based of work from Daniel Kahneman and Ed Diener, Gallup established two broad categories of subjective wellbeing:
 - Evaluative: Applied judgment to past life experiences
 - Experiential: Recall of life experiences within the last 24 hours
- These are different than the traditional wellbeing metrics: income, GDP, literacy, poverty, and life expectancy

-Phase 3 – Pilot Research for Wellbeing Finder Assessment

- Pilot Research
 - Review of individual-level data from Gallup's global study
 - Assessed generalizability of important key wellbeing domains through regression analysis
 - Wellbeing literature review and qualitative interviews to hypothesize individual actionable areas
 - Items written and initially tested: 2004 – 2007
 - Follow-up pilot testing of web-based field assessment: 2007-2009
 - 340 items generated
 - Through exploratory factor analysis, five broad wellbeing dimensions were hypothesized: **career, social, financial, physical, and community**

Pilot 1:

N = 10,544

To control for situational variables, participants were chosen with various backgrounds related to the five broad wellbeing dimensions. The subgroups in each dimension were:

Career – Employment (Not employed, full-time student, homemaker, part-time student, retired, employed full-time)

Physical – Healthy (Age: <50, 50-64, 65+); Unhealthy (Age: <50, 50-64, 65+)

Community – Rural, urban, suburban

Financial – Income level (<\$25,000; \$25,000-\$49,999; \$50,000-\$99,999; \$100,000-\$199,999; \$200,000+)

Social – Relationship (Married, widowed, separated, single, living with partner)

The purpose of Pilot 1 was to find which questions best differentiated those with high vs. low wellbeing. To determine this, the following primary dependent variables were used:

1. Life evaluation: Present (0-10 scale)
2. Life evaluation: Future (0-10 scale)
3. Daily Experiences: enjoyment, happiness, physical pain, worry, sadness, stress, boredom, anger, contentment
4. Exceeding Wildest Expectations: “Up to this point my life has exceeded my wildest expectations” (1-5 agreement scale)

Pilot 1 – Instrument Reliability

Cronbach’s alpha scores for retained items fell within 0.72-0.91. This is above 0.7 which is the cutoff for “acceptable” reliability scores (see table below).

Pilot 1 – Instrument Validity

Pilot 1: Validity Estimates				
	Criterion Variables			
Wellbeing Dimension	Life Evaluation	Future	Daily Experiences	Wildest Expectations
Career	0.56	0.47	0.53	0.6
Social	0.54	0.45	0.49	0.55
Financial	0.46	0.48	0.48	0.53
Physical	0.65	0.33	0.46	0.34
Community	0.49	0.37	0.44	0.47

Pilot 2:

After Pilot 1, 164 items were retained for the second pilot.

Random sample of 2,135 adults ages 18+ and 172 youths ages 13-17

Pilot 2: Reliability and Validity Estimates					
		Life Evaluation	Future	Daily Experiences	Wildest Expectations
Wellbeing Dimension	Reliability	Validity			
Career	0.85	0.58	0.46	0.48	0.6
Social	0.86	0.52	0.38	0.45	0.5
Financial	0.84	0.63	0.38	0.38	0.51
Physical	0.83	0.5	0.37	0.46	0.43
Community	0.77	0.38	0.25	0.36	0.4

The reliability values represent “acceptable” and “good” internal consistency

The validity values represent “Medium” and “Strong” correlation to the dependent variables that indicate wellbeing

Reliability Table

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Correlation Coefficients

Table 9.1 Probability Levels for the Correlation Coefficient					
One-Tailed Probabilities ^a					
N	.05	.025	.01	.005	.0005
5	.80	.88	.93	.96	.99
6	.73	.81	.88	.92	.97
7	.67	.75	.83	.87	.95
8	.62	.71	.79	.83	.93
9	.58	.67	.75	.80	.90
10	.55	.63	.71	.77	.87
11	.52	.60	.69	.73	.85
12	.50	.58	.66	.71	.82
13	.48	.55	.63	.68	.80
14	.46	.53	.61	.66	.78
15	.44	.51	.59	.64	.76
16	.43	.50	.57	.62	.74
17	.41	.48	.56	.61	.73
18	.40	.47	.54	.59	.71
19	.39	.46	.53	.57	.69
20	.38	.44	.52	.56	.68
22	.36	.42	.49	.54	.65
24	.34	.40	.47	.51	.63
26	.33	.39	.45	.50	.61
28	.32	.37	.44	.48	.59
30	.31	.36	.42	.46	.57
40	.26	.31	.37	.40	.50
50	.23	.28	.33	.36	.45
60	.21	.25	.30	.33	.41
80	.19	.22	.26	.29	.36
100	.17	.20	.23	.26	.32
250	.10	.12	.15	.16	.21
500	.07	.09	.10	.11	.15
1000	.05	.06	.07	.08	.10

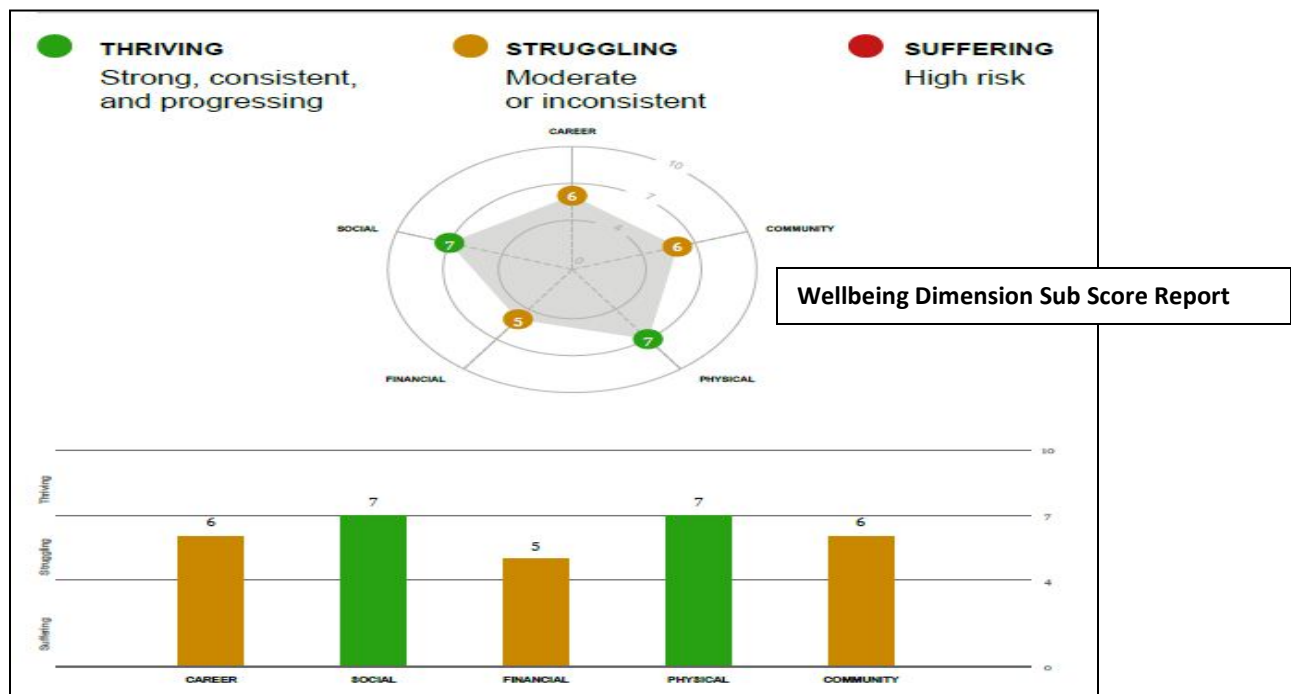
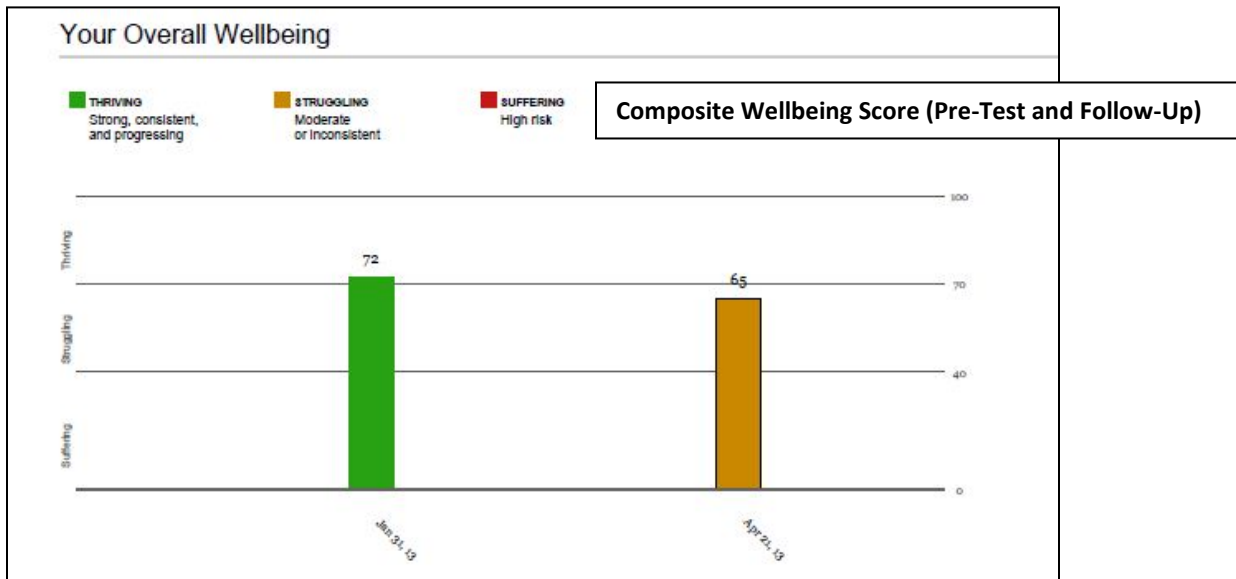
^aOne-tailed means the probability of a specific plus or minus correlation or greater. For the probability of an absolute correlation or greater, double the one-tailed probability.

N = number of cases. For partial correlation holding k variables constant, use $N = N^* - k$, where N^* is the number of cases for partial correlations.

Final Instrument:

Items: The final instrument contains 10 items from each wellbeing dimension for a total of 50 items. A complete list of items can be found in Appendix C.

Scoring: Participants receive a composite wellbeing score of 100, along with wellbeing sub scores (0-10) in each of the five dimensions (physical, career, financial, social, community). An example score report is below (source: wbfinder.com)



Statistical Analysis

The primary method of statistical analysis was comparing means and standard deviations of change scores in treatment vs. comparison groups. Change scores in composite, physical, community, financial, social, and career wellbeing were analyzed. The process is outlined below:

Post-test – Pre-test composite score change: Treatment vs. comparison

-Subtract each subject's pre-test composite score from their post-test composite score. This is the change score.



-Average the change scores from each group (treatment and comparison) to get the mean change score. This is the mean that will be used in the t-test.



-Calculate the standard deviation of the change scores in each group (treatment and comparison). This is the standard deviation that will be used in the t-test.



-Use the N from each group (treatment and comparison) in the t-test.

This table shows the values that go into the t-test to return a p-value:

Post-test - Pre-test	Treatment	Comparison
Mean Change	8.93	-1.11
SD Change	7.43	7.9
N	14	9
P-value	0.0056	

Website used for statistical analysis: www.graphpad.com/quickcalcs/ttest2

RESULTS

- Descriptive Statistics
- Means and Standard Deviations
- Change Scores
- Hypothesis Testing

Descriptive Statistics

Descriptive Statistics		
	Treatment	Comparison
N	14	9
Male N	4	5
Female N	10	4
Avg. Year in School (1 = freshman, 4 = senior)	3.2	3
Mean WB composite score pre-test	67.79	65.56

Means and Standard Deviations

Treatment Group (Participated in Balanced Buckeye Program)

Pre-Test						
	Physical	Community	Career	Financial	Social	Composite
Means	5.71	6.21	6.71	6.21	7.00	67.79
SD	1.82	2.19	1.64	2.15	0.88	12.56

Post-Test						
	Physical	Community	Career	Financial	Social	Composite
Means	6.86	6.86	8.00	6.79	7.93	76.71
SD	1.35	1.88	1.41	1.48	1.21	12.11

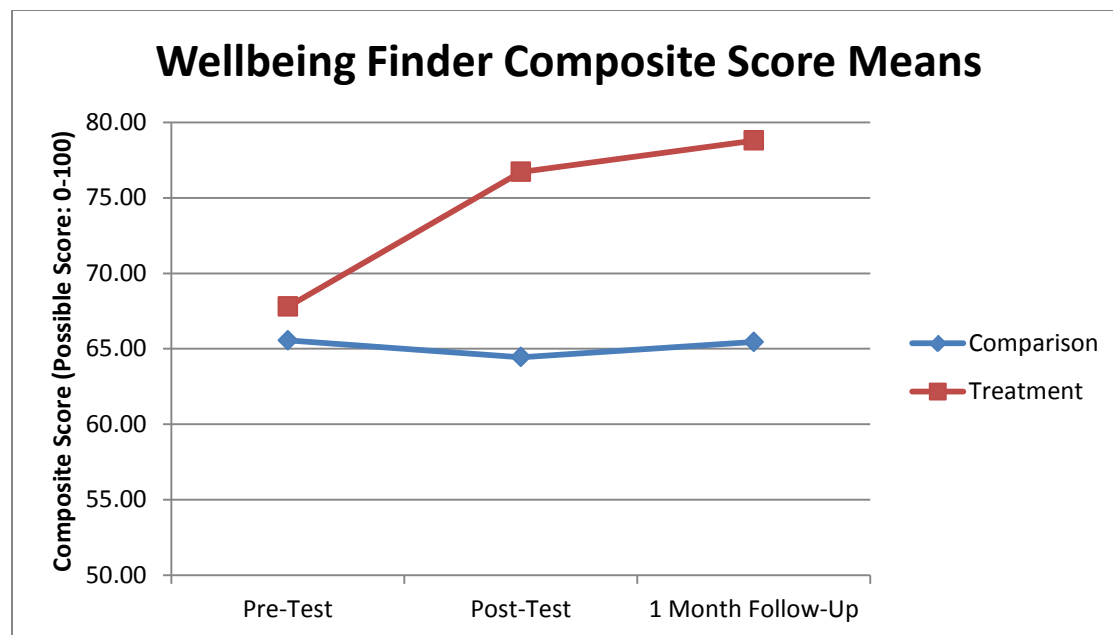
Follow-Up						
	Physical	Community	Career	Financial	Social	Composite
Means	7.21	7.14	8.21	7.21	8.50	78.79
SD	1.31	2.07	1.25	1.42	0.94	11.37

Comparison Group (Received *Wellbeing* book only)

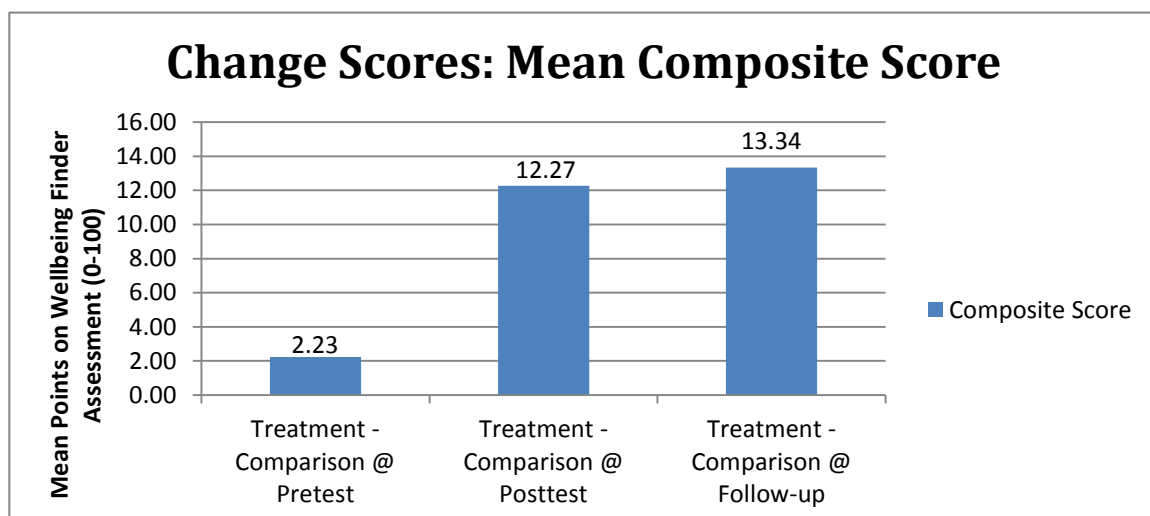
Pre-Test						
	Physical	Community	Career	Financial	Social	Composite
Means	6.44	5.11	6.11	5.56	7.33	65.56
SD	1.51	1.76	1.62	2.13	1.12	11.98

Post-Test						
	Physical	Community	Career	Financial	Social	Composite
Means	6.33	5.11	6.00	6.11	6.78	64.44
SD	1.50	1.45	1.32	1.83	1.30	11.59

Follow-Up						
	Physical	Community	Career	Financial	Social	Composite
Means	6.22	5.33	6.33	6.11	7.11	65.44
SD	1.56	1.50	1.73	1.17	1.05	11.38



Change Scores



Hypothesis Testing

Null Hypothesis: There will be no significant change in composite or sub group wellbeing score in the Balanced Buckeye Program participants vs. the comparison group at post-test and follow-up.

Alternative hypothesis: Balanced Buckeye Program participants will increase their composite and each sub group wellbeing score vs. the comparison group at post-test and follow-up.

Statistical analysis was conducted using t-tests to determine the p-values at a 95% confidence interval. Values used were the mean and standard deviation of the post-test minus pre-test and follow-up minus pre-test change scores.

T-test results:

Composite Score

Statistically significant increases (95% confidence interval) in composite wellbeing scores were seen both at post-test ($p = .0056$) and follow-up ($p = .0023$) in Balanced Buckeye Program participants when looked at versus the comparison group. This is illustrated in the following two tables:

Table: Change in composite score means for Treatment vs. Comparison in Post-test – Pre-test

Post-test - Pre-test	Treatment	Comparison
Mean Change	8.93	-1.11
SD Change	7.43	7.9
N	14	9
P-value	0.0056	

Table : Change in composite score means for Treatment vs. Comparison in Follow-up – Pre-test

Follow-up - Pre-test	Treatment	Comparison
Mean Change	11	-0.11
SD Change	6.63	8.71
N	14	9
P-value	0.0023	

Sub Group Score

Statistically significant increases (95% confidence interval) in physical ($p = .038$, $p = .0145$), career ($p = .0199$, $p = .00299$), and social ($p = .0059$, $p = .0003$) wellbeing scores were seen both at post-test and follow-up in Balanced Buckeye Program participants when looked at versus the comparison group. Community and financial wellbeing did not increase significantly in Balanced Buckeye Program participants in either post-test or follow-up.

Based on these results, we reject the null hypothesis for composite, physical, career, and social wellbeing.

Tables for changes in sub group means for Treatment vs. Comparison in both Follow-up – Pre-test and Post-test – Pre-test can be found in Appendix D.

DISCUSSION

- Interpretation of results
- Limitations
- Future considerations

Interpretation of Results

The data show statistically significant increases in composite, physical, career, and social wellbeing in Balanced Buckeye Program participants at both post-test and one-month follow-up. This means one can reasonably assume that the increases in those scores were due to the intervention (Balanced Buckeye Program) and not due to chance.

Noteworthy is the fact that the composite score and sub groups which increased at post-test remained at an elevated level one month after the intervention. Below is rationale for other factors that could have contributed to maintenance of an increased wellbeing:

Physical wellbeing – Post-test data was collected in late February and early March. The weather at this time was cold, which is often a hindrance to those wishing to exercise outside. Follow-up data was collected in early April, and April weather is generally more conducive to outdoor exercise than February and March. Both of these time periods afford better weather than early January, which is when pre-test data was collected. This is a possible explanation for the significant increase from pre-test to post-test and follow-up physical wellbeing.

Career wellbeing – Post-test data was collected in late February and early March, a time when many college students are figuring out their summer plans, or – in the case of graduating seniors – their long-term post-graduation plans. Many students could have a clearer picture of their future plans during this post-test time period compared to early January when pre-test data was collected. Additionally, follow-up data was collected in early April, at which point many college students would have solidified summer or post-graduate career options. This could also contribute to higher levels of career wellbeing.

Social wellbeing – This wellbeing dimension could have been affected by the intervention environment. Balanced Buckeye Program participants met once per week for one and a half hours with groups of 15-20 peers. The setting allowed for ample interaction and discussion, which could help explain the increase in social wellbeing in program participants. The comparison group received only a book, so they did not receive the same type of social environment.

Composite wellbeing – Scores in all five wellbeing dimensions contribute to the composite wellbeing score, so it makes sense that if three dimensions increased significantly while the two others remained constant, the composite wellbeing score could certainly increase as well. The same alternative explanations mentioned for the sub groups above – if true – would therefore affect the composite wellbeing score.

Limitations

Sampling

The Balanced Buckeye Program is an opt-in program designed to impact as many students as possible. This means random selection and random assignment are not possible. This makes the evaluation results difficult to generalize to the Ohio State community as a whole. Due to the recruitment strategies of targeting specific organizations and departments, participants were likely more engaged on campus than the typical Ohio State undergraduate. When looking at the comparison group, participants also opted in, but were drawn only from the Department of Recreational Sports. This was a convenience sample, and can thus not be generalized to the rest of campus.

Also worth noting are the gender differences between the treatment and comparison groups. The treatment group was comprised of ten females and four males, while the comparison group had five males and four females. This discrepancy could impact wellbeing scores at all levels of the study, and is not representative of the Ohio State undergraduate student body.

Intervention

To be impacted by an intervention, attendance at intervention meetings is important. Of the five program meetings dedicated directly to assessment categories, attendance ranged from 100% (14/14) to 57% (8/14). Varied attendance calls immediately into question whether or not the scores on the assessment were actually due to the program, or other external factors.

Besides attendance, program design could also improve. Each group of 15-20 participants met for 1.5 hours each week – one group on Tuesday evenings and one group on Wednesday evenings. Of the three facilitators leading each meeting, only one was consistent across both days. This means that program delivery could differ from day-to-day, which could affect the learning, behavior, and potentially wellbeing of participants differently.

Evaluation

At the beginning of the program, 37 Balanced Buckeye participants completed the pre-test assessment. Of those 37, 16 completed the post-test assessment and 14 the one-month follow-up. This poor response rate led to a small sample size, which limits the statistical power and thus claims that can be made from the data. Additionally, of the 15 participants in the comparison group, only nine completed the post-test and follow-up. This further decreases statistical power and any inferences based on that data.

Due to time constraints, one month after the conclusion of the program was the latest that follow-up data could be collected. Due to this short time frame, it is difficult to determine anything about adherence to strategies that contribute to increased wellbeing over time. Ideally, a three-month follow-up would provide a better look at long-term wellbeing.

While changes were seen in wellbeing during post-test and follow-up testing, it is difficult to grasp the complete effect of the program without a process or impact evaluation. When only outcomes are measured, as is the case in this study, there are many more factors unaccounted for. A process evaluation would show how consistently lesson plans were being followed, and could shed light on whether or not the difference in facilitators from Tuesday to Wednesday was meaningful. An impact evaluation that measures learning and behavior variables would provide a link between implementation and outcome, and could help pinpoint what activities contribute to changes in wellbeing. All three evaluations – process, impact, and outcome – should be included for a comprehensive look at any program.

Future Considerations

This study will help inform both internal and external decisions for the Balanced Buckeye Program moving forward. While a process evaluation was not conducted, simply observing which wellbeing dimensions increased and which did not can aid in targeting which areas of the curriculum need refinement. Attendance figures can also serve facilitators by shedding light on which meetings they need to make an extra push to be engaging and encourage participants to attend.

The results of this study are promising. Despite the limitations mentioned above, statistically significant increases in composite and three wellbeing dimensions – in the program's first year of existence – mean that the Balanced Buckeye Program will continue for at least one more year. Simply having statistics on

a Student Life program like this will be helpful moving forward, as it allows for measurable goals to be set in the future. The planning team has been meeting weekly throughout the spring semester, and has an outlined plan for the next school year as detailed in the Program Calendar below.

Balanced Buckeye Program
Program Calendar 2013-2014
Updated April 4, 2013

Summer Term 2013

- Offer multi-hour/daylong workshop for Orientation Leaders and potentially other interested groups
 - Content will provide general overview of Wellbeing elements and their connection to Pillars of Wellness, introduce all five Wellbeing elements, engage in multiple interactive activities/discussions, connect each element/pillar to on-campus resources, translate how to use this in your role/work
- Pilot extended program curriculum for spring semester 2014 with student employees

Autumn Semester 2013

- Offer five (5) workshops as part of First-Year Success Series
 - Content will provide general overview of concepts of balance, introduce one of the five Wellbeing elements, engage in brief activity related to element, connect that element to on-campus resources
- Offer daylong workshop for student organization and club sports leaders, held 1-2 times

Spring Semester 2014

- Offer 15-week program for any interested student
 - Maintain enrollment approximately 20 students per section
 - Curriculum will include lecture/discussion-based meeting every other week, as well as experience-based gathering every other week
 - Incorporate structured expectations of attendance, participation, and engagement with topics, peers, and community
 - Incorporate formalized materials for students and facilitators (workbooks, guides, presentation tools)
 - Incorporate technology tools to maintain connection throughout the semester: blogging, discussion board, etc.

May Term 2014

- Offer 4-week intensive program for any interested student
 - Model after 15-week program plan to include lecture/discussion-based and experience-based gatherings
 - For example, meeting twice per week for 3 hours each – one for content delivery/discussion and one for out-of-class experiences

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OFFICE OF STUDENT LIFE

Balanced Buckeye Program Student Leaders Building Healthy Habits For Life

Participant Registration | Spring Semester 2013

The Balanced Buckeye Program is designed to help student leaders connect healthy behaviors with leadership development. This half-semester experience will introduce five essential elements of wellbeing, as well as resources for how they can be applied to our daily lives.

This program will be piloted in spring semester 2013 and will cover specific topics related to physical, social, financial, community, and career wellbeing. Approximately 30 students will be accepted for the pilot. Any interested student is encouraged to register.

Program participants will meet weekly for discussion and activities. Each participant will develop individualized plans to achieve balance, incorporating concepts from the program into their personal and professional goals. All participants will take Gallup's StrengthsQuest and Wellbeing assessments.

Program meetings will be held January through March (dates listed below). Full attendance and participation at all program meetings is expected. Two sections will be offered:

Tuesdays at 6:00pm-7:30pm at the Ohio Union
January 8, 15, 22, 29, February 5, 12, 19, 26, March 5

Wednesdays at 6:00pm-7:30pm at the RPAC
January 9, 16, 23, 30, February 6, 13, 20, 27, March 6

To register for this program, please email Rob Jech at Jech.2@osu.edu with your name, phone number, expected graduation date, and preferred section by December 21.

Please direct any questions to Rob Jech at Jech.2@osu.edu.

Appendix B: Lesson Plans Weeks 1-8

Week One – January 8th and 9th

Topics: Welcome and Introduction

Team building activity

Vision boarding activity

Distribute “StrengthsQuest” codes

Distribute “Wellbeing” book

Homework:

- Take StrengthsQuest assessment online
- Take Wellbeing assessment online and set up daily tracker
- Set “Action Plan” online for all five areas of wellbeing
- Complete time management audit and integration plan
- Meeting with accountability partner (specific conversation prompts provided)
- Reflection journal prompt

*Based on the above outline, here is an attempt at the content of our first meeting:

1. Introduce to the class by Tracy Stuck: (10)
2. Introduction of facilitators and overview of program (structure, etc.) (5 minutes)
3. Team builder exercise (5 minutes)
4. Visioning Boarding exercise (35 minutes)
5. Time management (25)
6. Distribute books and explain homework (5 minutes)

Total Time = 85 minutes

Intro and Explain class: (TBA) - Tracy Stuck

- Welcome group
- Provide purpose and objective behind program
- Briefly discuss the potential future of the program

Introduction of facilitators and overview of program (structure, etc.) (5 minutes)

1. Introduction of facilitators and students (why are you here?) *utilize flip chart to record reasons*
2. Commentary – highlighting the reasons that people want to be here We believe that crafting a successful, healthy, balanced life starts here, in college. Too many students have approached us saying they are tired-out, burnt-out, and stressed-out. Unless that is the life you want to live in the future, you need to do something to change it now. We are what we repeatedly do, and if we are repeatedly dissatisfied with our current wellbeing, we will continue to be in the future. News flash: you think you have a lot going on now, but wait until you work 50 hours/week, have a spouse and children, and a house to take care of. And that’s just the basics. The responsibilities don’t get easier, but you can develop good habits now that will allow you to live how you want in the future.

Change can be hard, but that’s why we’re here. This 7/14-week program will give you the necessary knowledge, skills, and accountability to make lifestyle changes to improve your quality of life in both the short and long term. Here are the program goals:

Week Two – January 15th and 16th

Topic: Time Management and Prioritization

SL Resources: Sexual Health/CCS/Rec Sports

Strengths: Refer to strengths mapping exercise and strengths search

Review homework: Did everyone complete Wellbeing Finder assessment?

Homework:

- Take Strengths Quest assessment
- Submit top 5 strengths to Matt By Friday at 5 p.m.

Time/Energy management, prioritization and dealing with obstacles exercise (20 minutes)

- Matt will lead

Most of us are in the upper right. We want to be in the upper left

*Here's a link that explains this diagram: <http://calnewport.com/blog/2008/04/11/the-zen-valedictorian-a-radical-new-model-for-getting-the-most-out-of-college/>

EXERCISE:

On a piece of paper, list everything you have to do in a typical week that takes up time. Be realistic with how much time you need to spend studying to do well in all your classes

EXAMPLE:

SigEp – 25 hours

- Meetings (chapter, exec, IFC, chapter prez) → 5 hours/week
- Email → 5 hours/week
- 1:1s → 5 hours/week
- Events → 5 hours/week
- Other stuff that comes up → 5 hours/week

Work/research – 15 hours

- Time at work: 2x5 hour days
- 5 hours/week working on research design

SPHINX – 2 hours

- Meetings: 2 hours every other week = 1 hour
- 1 hour event/social time

Class – 40 hours

- In class 17 hours/week
- 23 hours studying/homework

Grad school stuff – 10 hours

- Meeting with Petosa: 1
- Researching schools: 5 hours
- Application/personal statement/recommendation: 4 hours

Working out – 12 hours

- Weights 6 days times 1.5 hours = 9 hours
- Cardio 3x1 hour = 3 hours

Once you have those hours, input them onto a blank calendar (*printout of gcal/ical) and make everything fit. The goal is to schedule each day like a work day, leaving nights and weekends as free as possible (because that's when the fun stuff happens). No one wants to be stuck finishing a paper Friday night for an 11:59 p.m. deadline.

When you complete this activity, 1 of 2 things will happen. You will either get a reasonable schedule that looks like this:

	Sun 9/30	Mon 10/1	Tue 10/2	Wed 10/3	Thu 10/4	Fri 10/5	Sat 10/6
	SPHINX Fall Advance to MSU						Nebraska
	Homecoming Week w/ Kappa Kappa Gamma						
7am		7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst
8am		8-9 Lift	8-9 Lift	8-9 Lift	8-9 Lift	8-9 Lift	8-9 Lift
9am		8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack
10am	10-11 Church	10-12 Tennis	10-12 Tennis	10-12 Tennis	10-12 Study Pharm		
11am	11-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
12pm		12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
1pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
2pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
3pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
4pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
5pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
6pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
7pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
8pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
9pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
10pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch

Or, you'll get a schedule that looks like this (7 a.m. – 11 p.m. with no breaks):

	Sun 9/30	Mon 10/1	Tue 10/2	Wed 10/3	Thu 10/4	Fri 10/5	Sat 10/6
	SPHINX Fall Advance to MSU						Nebraska
	Homecoming Week w/ Kappa Kappa Gamma						
7am		7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst	7-8 Wake up/get ready/bkfst
8am		8-9 Lift	8-9 Lift	8-9 Lift	8-9 Lift	8-9 Lift	8-9 Lift
9am		8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack	8-9 Shower/snack
10am	10-11 Church	10-12 Tennis	10-12 Tennis	10-12 Tennis	10-12 Study Pharm	10-12 Study Pharm	10-12 Study Pharm
11am	11-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
12pm		12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
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2pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
3pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
4pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
5pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
6pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
7pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
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9pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
10pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch
11pm	12-12 Study Pharm	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch	12-12 Lunch

If your schedule looks like number 2, then you have some serious work to do. No one can “time manage” their way through this schedule and hope to make it through a semester, much less a week.

Prioritization

What will help you get from where you are now to where you envision yourself in 5 years?
What can you stop doing that may be difficult to drop at the moment, but will provide exponential increases in your free time and quality of life?

This next step is not easy, but is essential to living the life you want.

Under-schedule. Cut things from your life that are not extremely valuable to you. Focus.

Why?

BECAUSE LIFE IS SHORT, AND YOUNG LIFE IS EVEN SHORTER.

A SLIGHTLY SMALLER FONT ON YOUR RESUME IS A POOR EXCUSE FOR FOUR EXCITING YEARS IN COLLEGE.

Instructions:

- Start with 3 columns: professional, extracurricular, and personal.
 - Under “professional” list all the major projects you are currently working on in your professional life (this includes work and school)
 - Under “extracurricular” do the same for your side projects (your student org, your blog, your plan to write a book).
 - Under “personal” do the same for personal self-improvement projects (from fitness to reading more books).
- Under each list, select one or two projects that are the most important and seem like they would yield the greatest returns. Put a star by these projects.
- Next, identify the projects that you could stop working on right away with no serious consequences. Cross these out.
- Finally, for the projects that are left unmarked, come up with a 1-3 week plan for finalizing and dispatching them.

SAMPLE CHART

Professional	Extracurricular	Personal
Classes*	SigEp*	Fitness*
Internship at RPAC/Thesis*	SPHINX*	Piano
Tutoring	SLA (in limbo – need to make a decision)	
	Fraternal Values Society	
	TEDx at Ohio State	
	Committee of 88	

Follow-up: What did you learn from this activity? What was hard about this activity? Do you feel comfortable moving forward and executing these strategies?

Dealing with Obstacles

This won't be smooth sailing early on. Changing habits is hard, especially when you're trying to be organized and structured during college, the most random time of most people's lives.

Here are some tips on how to stay accountable to your schedule and plan:

- **Choose a mentor/coach.** Someone who has done it before and knows the path to success and has your best interests at heart. Make them keep you accountable. They will probably be flattered you chose them.
- When procrastination sets in, or you are conflicted on a decision (do I take on another project? Join another club? Take a second job?), ask yourself: "what do I have to do now to get the life I want?" More times than not, you'll know the answer right away.

*This obstacles section is a little lean, so I can work more on it next week

- Raise self-awareness of personal wellbeing behaviors.
 - Measurably improve individual wellbeing based on Five Essential Elements and 9 Dimensions of Wellness
 - Access resources to connect leadership and wellbeing behaviors and decisions
 - Develop an individual wellbeing plan that will continue after the program ends
 - Develop a plan to share wellbeing in other areas of involvement (both with peers and through organizations)
3. Explain structure and schedule
 4. Define expectations

Team Builder Exercise (5 minutes)

Lifeline and connections

Visioning Boarding exercise (45 minutes)

- Rob will lead
- Resources needed include magazines, scissors, glue sticks, posters board
- Questions to encourage relationship development
- We will revisit these vision boards each week and then again at the end of the program
- Sharing - Have each person take 30 seconds to share their vision, then ask other individuals to determine what each presenter values based on his/her vision. (This keeps audience engaged and they learn more about each other. Also makes the presenter think “is what people say I value in line with what I actually value?”)

Distribute books and explain homework (5 minutes)

- Resources for the remainder of the workshop
- Homework explanation and introduction of topic for next week

STRENGTHSQUEST: UNDERSTANDING YOUR STRENGTHS

Balanced Buckeye Program
Spring 2013





TODAY'S AGENDA

SQ Reflection

Talents vs. Strengths

Weakness-Fixing vs. Strengths-Building

Strengths Language

34 Themes

Managing Weakness



SQ REFLECTION

- Which of your signature themes **describe you best?**
- Which of your signature themes do you **use most frequently?**
- Were you **surprised** by anything in the report?
- **What did others say** about your results?



TALENTS vs. STRENGTHS

- **TALENTS**

- *A naturally recurring pattern of thought, feeling, or behavior*

- “A diamond in the rough”

- **STRENGTHS**

- *The ability to provide consistent, near-perfect performance in a given task*

- “Diamonds that have been ‘buffed out’ to their brilliance”

A TALENT IS A POTENTIAL STRENGTH



WRITING EXERCISE

- Use the left side of the page first
 - Write your full name **five different ways**
 - You have only 60 seconds
-
- Now use the right side of the page
 - Re-write your full name in those five different ways
- ...but this time, **use your other hand**

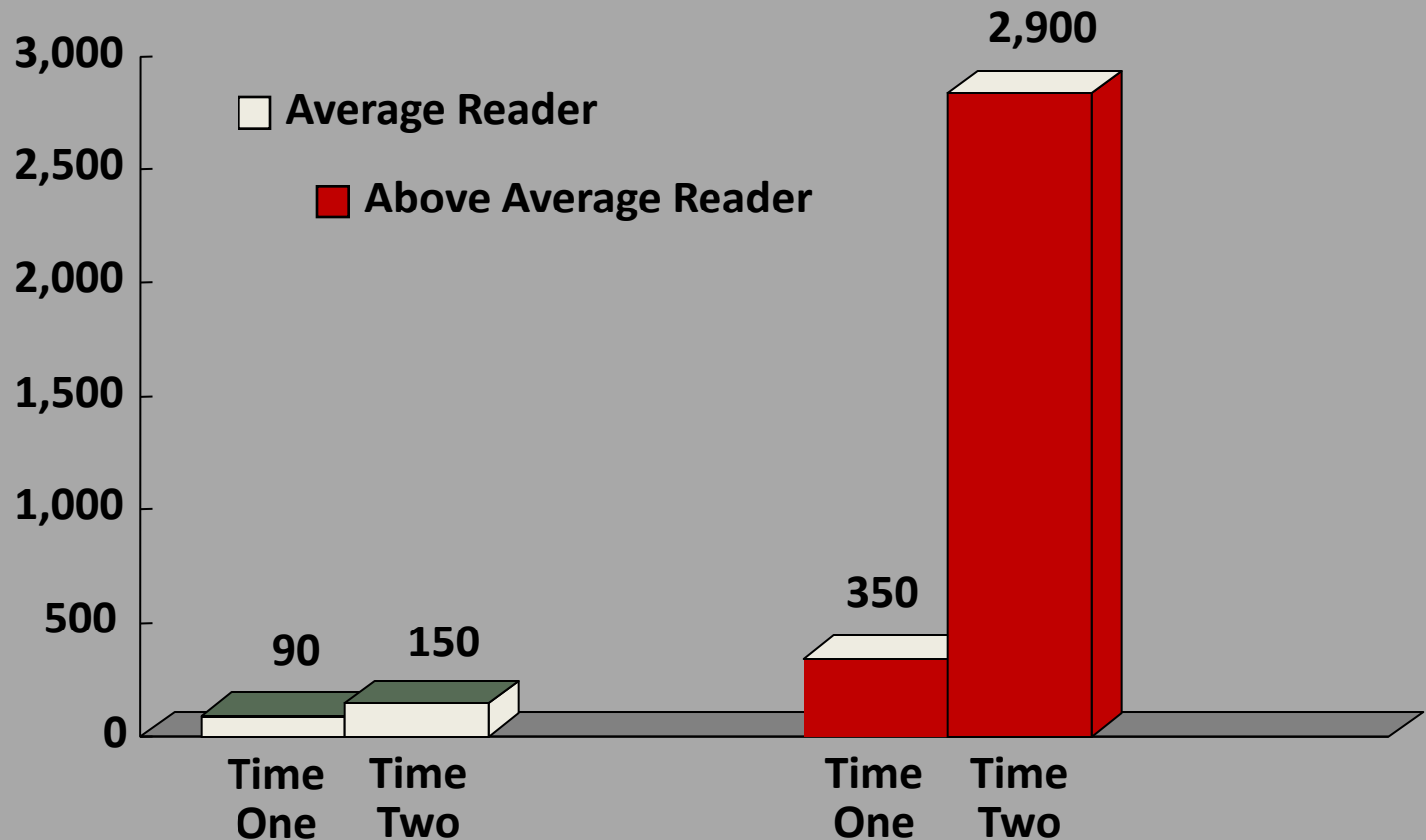


WEAKNESS-FIXING: THE WRONG ASSUMPTIONS

- All behavior can be learned
“If you can dream it, you can do it”
[if you have the talent]
- The best in a role get there the same way
“Genius is 1% inspiration, 99% perspiration”
[with a team of hard-working people around you]
- Weakness fixing leads to excellence
[or rather, it avoids failure]

STRENGTHS ASSUMPTIONS

Weakness fixing prevents failure. Strengths building leads to success.





STRENGTHS-BUILDING: THE RIGHT ASSUMPTIONS

- Some behaviors can be learned. Many are nearly impossible to learn. There is a difference between **talent**, **skills**, and **knowledge**.
- The best in a role deliver the same outcomes, but **use different behaviors**.
- Weakness fixing prevents failure. **Strengths building leads to excellence.**



CLARIFYING THE LANGUAGE

Talent = Potential

Skill = Basic steps in a given activity

Knowledge = information and understanding

Strength = Near-perfect positive performance



CLARIFYING THE LANGUAGE

Strength

The ability to provide consistent, near-perfect performance in a given activity. To build your strengths, identify your talents, and add your knowledge and skills.

Strength = Talent + Knowledge + Skills



THE FOUR DOMAINS

Influencing

- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

Strategic Thinking

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

Executing

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

Relationship Building

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator



STRENGTHS SCAVENGER HUNT

**Use the handout provided to
learn about themes that are not your own,
as well as share your own talents**



STRENGTHS SCAVENGER HUNT

- What is one thing you **learned about someone else?**
- What is one thing you **learned about yourself?**
- **What does it feel like** to have an opportunity to share your unique contributions with someone else?



6 WAYS TO BUILD STRENGTHS

- Open Communication / Transparency
- Get the RIGHT Training
- Leverage Other Talents
- Use Support Systems
- Form Complementary Partnerships
- Adjust / Change Roles

Week Four – January 29th and 30th

Topics: Physical and Emotional Wellness

SL Resources: Sexual Health/CCS/Rec Sports

Strengths: Refer to strengths mapping exercise and strengths search

Review homework: Physical activities schedule

Wellbeing Topic One: Physical Wellbeing

Homework:

- Columbus community immersion experience (variety of options available or open for suggestion: local restaurant, community service, art museum, etc.) ex. Heidi Lou
- Utilize daily tracker

Review topics for the week (5 minutes)

Tuesday – KK

Wednesday – RJ

Student Wellness Center Dimensions of Wellness – as defined at swc.osu.edu

- Physical Wellness - A physically well person has a varied & nutritionally balanced diet; gets an adequate amount of sleep; engages in exercise regularly; and has medical check-ups when appropriate. They accept their sexual orientation & identity and engage in consensual sexual relationships consistent with their values & development. Unwanted consequences are minimized through communication & risk reduction methods.
- Emotional Wellness - The emotionally well person is able to appropriately express and manage the entire range of feelings, including anger, fear, happiness and sadness. They possess high self-esteem, a sense of humor, and a positive body image. They develop independence from parents/guardians, accept responsibility for themselves and their actions, and seek professional support when needed.

Summary of Physical Wellbeing (10 minutes)

Tuesday – KK

Wednesday – RJ

Net positive v. net negative – hundreds of opportunities every week

Ex. What are you ordering, drinking, taking the steps, walking/riding

Initial impact can seem minimal, but the collective impact can lead to long term health risks, decrease in energy etc.

Basic math tells us that you want more net positives than net negatives. If you eat an unhealthy lunch, Raising Canes for example, but work out for 30 minutes on the elliptical you are essentially back to zero, the baseline or average health. If you were to select a healthy salad and do the same work out you would be in the net positive, improving your overall health

Exercise

Recommendation is 30 minutes a day, 5 days a week. Mayo Clinic states that a lack of energy often results from inactivity, not age.

What about exercising for physical appearance? A Columbia University study found that you if you work out today, you are twice as likely to feel physically attractive *tomorrow*. Physical attractiveness is not only important to our self-confidence, but has equal impact on psychological perceptions of our body image as more objective measures like weight and BMI do.

Sleep

Good night's rest is like a reset button – clears our body of stress from the day before. Average if 6.7 hours of sleep per night, far less than it used to be. Recommendations are 7-8 hours. Thinking about the net positive v. net negative again, if you continue this pattern for one week, sleeping 6.7 hours per night equals 46.9 hours per week. If you were to sleep the recommended 8 hours each night, you finish with 56 hours per week. You essentially lose one entire night of sleep from the net negative of sleeping only 6.7 hours per night.

Balance is the key with sleep, researchers have found that those that sleep 5-6 hours and 9-10 hours have more health problems than those that sleep 7-8 hours.

- 35% more likely to experience weight gain if you don't get enough sleep
- 25% more likely if you receive too much sleep

Nutrition

Choices are crucial. You are 3x more likely to make an unhealthy selection at a fast food restaurant where the menu is mostly comprised of unhealthy choices, despite the presence of a few health options.

Recommendations

1. Get at least 20 minutes of physical activity each day, preferably in the morning.
2. Sleep enough to feel well rested (7-8) but be careful not to oversleep (more than 9)
3. Surround yourself with more positive choices, eating at healthy focused restaurants, shopping in the produce, deli and meat departments vs. the other 85% of the grocery store and focus on buying natural foods that are red, green and blue. More color is better.

Stretch (10 minutes)

Tuesday – KK

Wednesday – RJ

- b. Just stand up and sit down -- no hands
 - i. Five times in your seat
- c. (Remain Standing) Shrug your shoulders -- to release the neck and shoulders
 - i. Inhale deeply and shrug your shoulders, lifting them high up to your ears. Hold. Release and drop. Repeat three times.
 - ii. Shake your head slowly, yes and no. You might as well amuse yourself while you do it to relax even further. Ask yourself silly questions: "Is your boss an idiot?" Move your head up and down, "Yes, yes, yes." Side to side: "No. No. No." (Shedding tension is as much mental as physical.)
- d. (Remain Standing) Loosen the hands with air circles
 - i. Clench both fists, stretching both hands out in front of you.
 - ii. Make circles in the air, first in one direction, to the count of ten.
 - iii. Then reverse the circles.
 - iv. Shake out the hands.
- e. (Remain Standing) Point your fingers -- good for hands, wrist, and forearms

- i. Stretch your left hand out in front of you, pointing fingers toward the floor. Use your right hand to increase the stretch, pushing your fingers down and toward the body. Be gentle.
 - ii. Do the same with the other hand.
 - iii. Now stretch your left hand out straight in front, wrist bent, with fingers pointing skyward. Use your right hand to increase the stretch, pulling the fingers back toward your body.
 - iv. Do the same on the other side.
- f. (Remain Standing) Release the upper body with a torso twist
 - i. Inhale and as you exhale, turn to the right and grab the back of your chair with your right hand, and grab the arm of the chair with your left.
 - ii. With eyes level, use your grasp on the chair to help twist your torso around as far to the back of the room as possible. Hold the twist and let your eyes continue the stretch -- see how far around the room you can peer.
 - iii. Slowly come back to facing forward.
 - iv. Repeat on the other side.
- g. (Remain Standing) Do leg extensions -- work the abs and legs
 - i. Grab the seat of your chair to brace yourself and extend your legs straight out in front of you so they are parallel to the floor.
 - ii. Flex and point your toes five times. Release.
 - iii. Repeat.
- h. (Remain Standing) Stretch your back with a "big hug"
 - i. Hug your body, placing the right hand on your left shoulder and the left hand on your right shoulder.
 - ii. Breathe in and out, releasing the area between your shoulder blades.
- i. (Remain Standing) Cross your arms -- for the shoulders and upper back
 - i. Extend one arm out straight in front of you. With the other hand, grab the elbow of the outstretched arm and pull it across your chest, stretching your shoulder and upper back muscles.
 - ii. Hold. Release.
 - iii. Stretch out the other arm in front of you -- repeat.
- j. (Seated) Stretch your back and shoulders with a "leg hug"
 - i. Sit on the edge of your chair (if it has wheels, wedge the chair against the desk or wall to make sure it does not roll). Put your feet together, flat on the floor.
 - ii. Lean over, chest to knees, letting your arms dangle loosely to the floor. Release your neck.
 - iii. Now bring your hands behind your legs, right hand grasping left wrist, forearm (or elbow if you can reach that far), left hand grasping the right. Feel the stretch in your back, shoulders and neck. Hold.
 - iv. Release your hands to the floor again.
 - v. Repeat three times or as often as it feels good.
- k. Mindfulness of posture

Sleeping – research – sleeping in other countries – sleep studies on NOVA – cycle of sleep (10 minutes) **Tuesday – JP**
Wednesday – SJ

Sleep is the charger for your body

- I. According to an article in the Huffington Post entitled – “What Would You Give Up For a Good Night’s Sleep?” 47 million U.S. adults are sleep deprived which increases the risk of memory problems, weight issues and cardiovascular conditions
- II. Better Sleep Council, which has declared May as “Better Sleep Month” did a survey and found that 77% of people would actually give up something to get a better night’s sleep.

Here is what people would give up:

- a. Time watching TV – 31%
- b. Time spent on computer, cell phone, social media – 23%
- c. Church – 16%
- d. Exercise – 16%
- e. Sex – 12%
- f. Time with family/friends/kids – 6%
- g. \$50 - \$100 per month – 6%
- h. More than \$100 per month – 2%

Huffington Post Comparison

- i. Time watching TV – 31%
- j. Time spent on computer, cell phone, social media – 28%
- k. Church – 13%
- l. Exercise – 3%
- m. Sex – 10%
- n. Time with family/friends/kids – 4%
- o. Money – 6%
- p. Other – 2%

****What would you give up?****

****How do you feel about giving up other items that contribute to your wellbeing (church, exercise, sex, time with family/friends/kids, or money) for something that is, essentially free.****

Here are some easy tips:

Set a schedule:

Go to bed at a set time each night and get up at the same time each morning. Disrupting this schedule might lead to insomnia. “Sleeping in” on weekends also makes it harder to wake up early on Monday morning because it resets your sleep cycle for a late awakening.

Exercise:

Try to exercise 20 to 30 minutes a day. Daily exercise often helps people sleep, although a workout soon before bedtime may interfere with sleep. For maximum benefit, try to get your exercise about 5 to 6 hours before going to bed.

Avoid caffeine, nicotine, and alcohol:

Avoid drinks that contain caffeine, which acts as a stimulant and keeps people awake. Sources of caffeine include coffee, chocolate, soft drinks, non-herbal teas, diet drugs, and some pain relievers.

Smokers tend to sleep very lightly and often wake up in the early morning due to nicotine withdrawal. Alcohol may help you get to sleep but it can interfere with deep sleep.

Relax before bed:

A warm bath, reading, or another relaxing routine can make it easier to fall sleep. You can train yourself to associate certain restful activities with sleep and make them a part of your bedtime routine.

Don't lie in bed awake:

If you can't get to sleep, don't just lie in bed. Do something else, like reading, watching television, or listening to music, until you feel tired. The anxiety of being unable to fall asleep can actually contribute to insomnia.

Control your room temperature:

Maintain a comfortable temperature in the bedroom. Extreme temperatures may disrupt sleep or prevent you from falling asleep.

Nutrition (30 minutes)

Tuesday – MLe

Wednesday – MLe

1. Grocery List – mock grocery list activity
 - a. Compare to other resources
 - b. Dr. Oz has a list of the 100 foods that should be in your shopping cart
 - c. Make a list after you've eaten and plan out your meals for the week, comparing it to the schedule you have.
 - d. Tricks of the Grocery Store
 - i. Shopping carts - Invented in the 1930s to help shoppers tote their purchases, shopping carts are often grabbed automatically on the way into the store -- and then filled along the way out. Don't absentmindedly go for a cart. Instead, choose a small handled basket, or only buy what you can carry in your arms, especially on those quick runs for one or two items.
 - ii. Bakery, Floral & Produce Near The Entrance - As soon as you walk in a supermarket, your senses are lambasted into happiness with the aroma of baking bread or fresh cut flowers and the colorful sights of the produce department. The shot of dopamine (and salivation) you get from these joyful sensations will make you more likely to impulse spend; enjoy the pleasure, but remember your list!
 - iii. Dairy in the Back - The number one item bought at most supermarkets is milk, which is almost always in the very back of the store, past shelves of high mark-up products, new items and enticing endcaps. If milk is your mission, it is easy to lose focus and grab extra items on the path to the back of the store.
 - iv. Misty Produce - Most supermarkets mist their fruits and vegetables every so often, despite the fact that it makes the produce rot faster. Why? Because humans like shiny things. We equate a dewy mist with being fresh, and consider shininess to always add value, from hair to cars and laptops to produce. Shinier = Better. Those mists are only there to make your brain think the produce is fresher and more valuable than it actually is.
 - v. Tiny Isles and Slow Music - Ever notice that supermarket aisles barely provide enough room for two carts to pass? That's no accident -- stores want you to go through them as slowly as possible. Slow music also makes you move slower, and the more stops you make, the more items you will buy. Shop at non-crowded times of the day (like early morning) to lessen this effect.
 - vi. Endcaps with No Sales - Featured items are always located on the endcaps or the ends of aisles with a huge price sign, but often these products are not on sale at all. The special location makes shoppers think that the price has been lowered, but in reality the endcap's prime real estate is used to sell products with a higher markup -- not lower.
 - vii. Sale signs with no \$ - We all know the \$0.99 trick (\$0.99 seems to cost much less than a penny than \$1.00), which uses our subconscious desires to trump our logical brains that know better. Another version of this trick is to remove the almighty dollar sign, which makes us think about spending money. Numbers alone make us think about saving money. Your brain processes \$2.99 as more expensive than 2.99 -- and supermarkets all over are following this trend of dropping the dollar sign.

- viii. Limit 10 per customer - Limiting the number of items you can buy makes the product seem scarcer and therefore more valuable. You might think everyone else is buying the limit and you will be left with none. Whenever you see a limit placed on the number of items that can be purchased, the grocery store is trying to tweak your brain.
- ix. Free Samples - Would you like to try some cheesy poofs? Free samples not only slow you down even more, but also engage the reciprocity factor in your mind. When someone gives you a gift, you want to give them one too -- and this works with free samples very well. You may buy a box of poofs just to "even the score" and uphold your side of this psychological force. Don't fall for it!
- x. Eye Level - Expensive name brand items are always at eye level, with cheaper brands and generics on the top or bottom of the shelves where you are less likely to see them. One exception: The sugary cereal aisle, where the most expensive products are placed at children's eye level and are likely to catch kids' eyes.
- xi. Understaffed Checkout Lines - Do the check stands at your supermarket seem to always have lines no matter when you go? Grocery stores don't want you zooming through the checkout stands, because this is where overpriced, impulse items like candy, soda, magazines and DVDs are located. While you're waiting you may get hungry, thirsty or bored -- all of which work in favor of grabbing a stimulating magazine or candy bar. Be aware that you are being stalled for a reason, and resolve not to add to your cart in the checkout line.

- 2. Nutrition labels exercise
- 3. Eat This And Not That
- 4. Resources
 - a. <http://www.choosemyplate.gov/>

Review homework from last week? (5 minutes)

Tuesday – Group

Wednesday – Group

- a. What kept you from meeting your fitness goal?
- b. What can we offer in coming weeks that would get you there?

Obstacles – Why not? (think about ahead of time and combat them) (5 minutes)

Tuesday – Group

Wednesday – Group

- c. Why do New Year's resolutions revolve around physical wellbeing or healthy lifestyle changes? Your fresh start doesn't have to come with a change in the calendar year. It can start any day of the week.
- d. List of obstacles or excuses
- e. How can your strengths help you with this? – Greater focus – refer to strengths map
- f. How can you use other people's strengths?
- g. Why it should be attainable – it'll never be easier - best time of your life to do this

Commitments and Focus on Solutions (10 minutes)

Tuesday – Group

Wednesday – Group

- a. Picturing your best self – share your visions
- b. What would it take to get there? – time, consistency, motivation and support
- c. Establishing some physical wellbeing goals
- d. Utilize a prompt that they can right and reflect about "What would you ideally like to accomplish each **DAY** from a physical activity standpoint?"
- e. Daily Commitment – write it on your card – turn in and write it on your nametag to display

Wellbeing work (5 minutes)

1. Columbus community immersion experience; try something new. In week #5 we will be talking about Community Wellbeing and we have some activities that we invite you to try
 - Try out a local restaurant. Our picks:
 - Jen – [Bodega](#)
 - Matt – [Jack & Benny's](#)
 - Katelyn – [Tasi](#) or [Northstar](#)
 - Maddie – [Tip Top](#) or [Old Mohawk](#)
 - Rob – [Easy Living Deli](#) or [Chile Verde](#)
 - Stephanie – [La Chatelaine](#)
 - Some activities this week:
 - [Short North Gallery Hop](#)
 - [Columbus Blue Jackets](#)
 - [OUAB presents FX's the League Live](#)
 - [OUAB presents a Night of Dance with America's Favorite Dancers Ft. Chelsie Hightower and Tristan McManus](#)
2. Schedule one-on-one meeting with a facilitator

Total Time: 85 minutes

Week Five – February 5th and 6th

Topics: Aesthetic, Environmental, Spiritual

SL Resources: Introduce stress management resources through Counseling and Consultation / Services Experience Columbus / Columbus Partnership

Strengths: Weave strengths in

Team builder activity

Review homework: Community Immersion planning

Wellbeing Topic Two: Community Wellbeing (Aesthetic, Environmental, Spiritual)

Homework:

- Budget and financial planning with professional, assess needs v. wants
- “Buy” an experience
- Continue daily tracker

I. Review of daily commitment from last week

6 p.m. to 6:05 p.m.

Tuesday – ML

Wednesday – RJ

II. Review topics for the week

6:05 p.m. to 6:10 p.m.

Tuesday – ML

Wednesday – RJ

Relevant Student Wellness Center Dimensions of Wellness – as defined at swc.osu.edu

Aesthetic Wellness - The aesthetically well person is able to evaluate works of art, theory, and matters of taste with visual, moral, ethical, and social standards. Also central to aesthetic wellness is the ability to use such criteria to reflect on the overall meaning and themes of those works.

Environmental Wellness - Environmental wellness is about appreciating the external environment and understanding the role individuals play in it. Preserving, protecting, and improving the environment are also important. The environmentally well person recognizes that there are limits to controlling the environment and seeks a relationship where both can grow, function, and thrive.

Spiritual Wellness - The spiritually well person explores spiritual concepts of themselves and others in the discovery of meaning and purpose in human existence. They develop an appreciation for the depth and expanse of life and the natural forces that exist in the universe. They recognize the relationship between spirituality and identity in themselves and others.

III. Community Wellbeing overview

6:10 p.m. to 6:15 p.m.

Tuesday – ML

Wednesday – RJ

Community Wellbeing – sense of engagement you have with the area you live – difference between a *good* life and a *great* life.

Baseline is to have a sense of security. If you don't feel safe, you can't thrive in this area. Once you feel secure and safe, pursue the perfect place for you. This is different for everyone. Things to consider:

- Aesthetics
- Social offerings
- Openness to people

The mere presence of these three things still don't equate to thriving in this area. You must be involved and engaged. Involvement and engagement in your community can make for a great life. What differentiates a great life from an exceptional life is having an impact on other people, groups or communities. Not only is your impact substantial, but you were recognized for your involvement.

Concept of giving – you simply feel better. Red Cross example discusses increased mood before and after you gave blood. No gift that you give is as significant or as valuable as giving your time. Concept of “helper's high” and that out of 23,000 surveyed, 90% reported getting an emotional boost from doing kind things for others.

Opt in v. Opt out

Countries that have “opt in” organ donation systems – where you must sign-up to donate your organs have the following rates of participation

1. Netherlands – 27.5%
2. UK – 17.2%
3. Germany – 12%
4. Denmark – 4.3%

Countries in which you must “opt out” of organ donation have the following rates of participation
Austria, France, Hungary, Portugal, Poland - > 99%

1. Belgium and Sweden are 98% and 89.5% respectively

Personal

If you have a more vested interest you usually have more to offer because of your knowledge and emotional connection. Ex. of an illness or disease that has impacted a loved one. Do you wear a wristband, have a tattoo, bumper sticker, etc. You make your interests known.

Power of a group

24% more likely to maintain your weight loss if you do a program alone. If you have a group of strangers, like Weight Watchers, to participate with, you are 50% more likely to maintain. If that group is comprised of people you already know, you are 66% more likely to maintain.

Recommendations

1. Identify how you can contribute to your community
2. Share your passions and interests and connect with others
3. Opt in to a group or event

IV. Video – The Buckeye Spirit by USG

6:15 p.m. to 6:25 p.m.

Tuesday – KK

Wednesday – SJ

- a. Background - Why was this video made? (OSU Haters Tumblr and George Zimmerman)
- b. Reflection
 - a. Why was it that you chose to be so involved in this community?
 - b. Why are you here?
 - c. What is on your bucket list before you leave?

V. Resources review

6:25 p.m. to 6:35 p.m.

Tuesday – KK

Wednesday – SJ

- i. Alumni Magazine
- ii. Alumni Association A – Z
- iii. Before I Die video

VI. Activity – *The Perfect Place for You*

6:35 p.m. to 6:45 p.m.

Tuesday – KK

Wednesday – SJ

- a. List makers UNITE – what’s important

<ul style="list-style-type: none"> a. Geographic location/Climate b. Civic engagement c. Security d. Culture e. Food f. Entertainment g. Outdoor activities 	<ul style="list-style-type: none"> h. “Experiences” i. Population j. Accessibility k. Cost of living l. Pace m. Religion n. Notoriety
--	--
- b. Does that place exist? If so, where is it? If not, what is the closest thing to it?

VII. Love Letter to your community

6:45 p.m. to 7:05 p.m.

Tuesday – MLe

Wednesday – MLe

- a. Think about the community you most closely identify with that you will forever be indebted to. It can be:
 - a. Church
 - b. School
 - c. Neighborhood
 - d. Club
 - e. Team
 - f. Job
 - g. Family
 - h. City, township etc.
- b. Take 10-15 minutes to compose a letter to your ‘community’ of choice and pay homage for the experiences and values that it helped to instill in you.
- c. Please only share if you are comfortable doing so, and do what you’d like with the letter. Send it to the head of that community. Post it on your vision board.

< Transition > We didn't schedule this on purpose, but our wellbeing topic for today is timely given today's election. Wrapped in all this campaigning are thousands of social justice issues.

VIII. Mobilizing your community for service

7:05 p.m. to 7:20 p.m.

Tuesday – JP

Wednesday – RJ

- a. Serious of simple, yet complex question. What is worth fighting for? What issue is your number one priority? What are you doing about it?
- b. Quote: "We make a living by what we get. We make a life by what we give." – Winston Churchill
- c. (Taylor University Video)
 - a. Taylor University – Silent Night 3:27
 1. Private school of 2,500 students in Upland, Indiana – NAIA athletic competition
 2. Every year on the Friday before final exams – sing Silent Night in the late minutes of the game
 3. Their record that season was 15-15. More than 2,000 students or 80% of their campus.
 4. Perspective – If 80% of the campus attended one basketball game together at Ohio State, it would fill Value City Arena (the entire arena twice)
 5. In 2010 Taylor University defeated Ohio State – Marion 112-67 in the Silent Night game
 6. Head Coach Paul Patterson coaches without shoes on to raise money for Samaritan's Feet
 7. Reflection:
 - a. In thinking about community wellbeing – why would we show you this video?
 - b. What have you been a part of that gave you chills?
 - c. What can the force of our community do?
 - i. Pelotonia – raised \$13.1 million in 2011
 - ii. LiFE Sports – mission: *Enhance the quality of youth development, sport, and recreational programs through service and outreach, teaching and learning, and research, thereby increasing positive developmental outcomes for youth.*
 1. 3,651 students participated in their programs from 2009 – 2011
 2. More than 300 volunteers assisted
 - iii. BuckeyeThon – raising funds for to support children who are treated on the Hematology/Oncology floor at Ohio State - over \$450,000 raised last year
 - iv. OSU Today Jok Dau and Bol Aweng – Lost Boys from Sudan
 8. Daily Commitment for Community Wellbeing – pass out cards and nametags again

IX. Closing comments

7:20 p.m. to 7:30 p.m.

Tuesday – ML

Wednesday – RJ

- a. Quick assessment (Good, Bad, What do you still want to see?)
- b. Homework for next week:
 - a. Budget and financial planning with professional, assess needs v. wants
 - b. “Buy” an experience

Week Six – February 12th & February 13th

Topics: Financial/ Career/Intellectual

SL Resources: SWC Financial Resources/ Career Connections / Youkin Success Center

Review homework: debrief “experiences” and budget planning

Wellbeing Topic Three: Financial Wellbeing & Career Wellbeing (Intellectual)

I. Review of daily commitment from last week

6 p.m. to 6:05 p.m.

Tuesday – ML

Wednesday – RJ

II. Review topics for the week

6:05 p.m. to 6:10 p.m.

Tuesday – KK

Wednesday – RJ

Relevant Student Wellness Center Dimensions of Wellness – as defined at swc.osu.edu

Financial Wellness - The financially well person develops a healthy budget managing both income and expenditures. They develop a discipline of saving to prepare for short-term, long-term, and emergency expenses. They manage credit cards and other consumer credit usage responsibly and develop the skills to manage resources.

Career Wellness - Career wellness involves gaining personal satisfaction and enrichment in life through work. It is both challenging and rewarding, helping develop an attitude of commitment to shape the framework of a successful career. The occupationally well person enjoys a role that is consistent with his or her beliefs, goals, lifestyle, personality, and values.

Intellectual Wellness - The intellectually well person values education and engages in lifelong learning. They pursue activities that increase knowledge, develop moral reasoning, foster critical thinking and expand worldviews. In addition, they appreciate the fine arts, and value intuition, empathy and understanding as forms of knowing.

III. Financial Wellbeing

6:10 p.m. to 6:50 p.m.

Tuesday – Bryan Ashton or staff

Wednesday – Bryan Ashton or staff

IV. Financial and Career Wellbeing overview

6:50 p.m. to 6:55 p.m.

Tuesday – ML

Wednesday – MLe

Financial

The amount of money that we have is not the gold standard for measuring financial health. The concept of “retail therapy” is real, though not in the sense we think. A research study conducted by Harvard found that people are not any happy after spending money on themselves, but are happier after spending money on others. An accompanying study related happiness to the amount of money. People

were randomly given envelopes of money from \$5 to \$20 and told that they had until 5 p.m. to spend all of the money. An increase in happiness was found in subjects who spent the money on others or donated it and there was no difference in happiness based on the amount of money you received.

Recommendations

1. Buy experiences – such as vacations and outing with friends or loved ones
2. Spend on others instead of solely on material possessions.
3. Establish defaults (automated payments and savings) that lessen daily worry about money.

Career

What do you do? – If you are excited to answer that question – it is something that is fulfilling, then you are in the minority – 20% of people don't enjoy the answer to that question. Importance – did you know that of the major life events, death, birth, marriage, divorce and major illness, losing your job is only one that you don't recover from, get back to your baseline wellbeing score, within 5 years? Why do so many people hate Mondays? Why do people refer to Wednesday as hump day? Simple – find something you love to do and do it.

Recommendations

1. Every day, use your strengths.
2. Identify someone with a shared mission who encourages your growth.
3. Opt into more social time with the people and teams you enjoy being around at work.

V. Career Wellbeing

A. Hedgehog Concept and activity

6:55 p.m. to 7:05 p.m.

Tuesday – ML

Wednesday – MLe

- i. Tying in strengths
- ii. Desires
- iii. Income sources

B. Career Mapping activity

7:05 p.m. to 7:20 p.m.

Tuesday – JP

Wednesday – RJ

- iv. Mapping – if I asked you to get from here to Spokane, Washington, how many of you could tell me how to get there?
 1. How would you find out how to get there? (find directions, multiple ways to get there, probably new ways to get there)
 2. Going to have to do some research.
- v. Now think in terms about your dream job – write it down. Where do you want to be?
 1. What is a realistic timeline to get there? - When will you get there? When will you reach milestones?
 2. What are some potential stops?
 3. Where else could you go if on your way you decide you don't want to go there anymore?
 4. What are some things you could do to help you get there?
 - a. What are you reading?

- b. Who are you talking to?
 - c. Where are you visiting?
 - d. How have other people gotten there?
 - i. Research others
 - ii. Establish a network
- 5. Tell where you are going and how you are getting there? Help them keep you accountable.
- 6. Key points – This is plan – it can change, that is ok. This should be a fluid process for your entire life. Once you get to your first stop you aren't done. It isn't an automatic ride.

VI. Closing comments

7:20 p.m. to 7:30 p.m.

Tuesday – JP

Wednesday – RJ

- a. Homework for next week:
 - i. Focus on personal network, make at least two social connections
 - ii. Group activity – group decide
 - 1. What would you like to do that is coming up?

Week #7 – February 19th and February 20th

Topics: Social Wellbeing

SL Resources:

Review homework: debrief “experiences” and budget planning & Community immersion experience

I. Review topics for the week

6 p.m. to 6:05 p.m.

Tuesday – ML

Wednesday – SJ

Relevant Student Wellness Center Dimensions of Wellness – as defined at swc.osu.edu

Social Wellness - The socially well person has a network of friends and family to whom they can turn to for support, validation, and sharing of life experiences. Relationships are based on interdependence (rather than codependence), mutual trust and respect, equity of power and cultural competence. They seek interaction with people, issues, and programs that differ from their own experiences and points of view.

II. Social Wellbeing

6:05 p.m. to 6:40 p.m.

Tuesday – ML

Wednesday – SJ

< Transition > Take a second and think, what has been the best experience or most memorable moment in your life? Was it this past weekend’s Michigan game when you rushed the field? Was it your high school graduation? Who was with you?

- a. Homework review – social connections how did it go?
- b. Social Tree (bring social tree handout)
 - i. Backside
 1. Finding 100 friends
 - a. School
 - b. College
 - c. Co-workers
 - d. Church
 - e. Neighbors
 - f. Gym
 - g. Sports friends
 - h. Family members
 - i. Student Orgs
 - j. Class
 - ii. Narrow this down – put into categories (caller ID test)
 1. Roots – 3 to 5 strongest friends – they know everything about you (you talk to multiple times a day)
 2. Trunk – inner circle, maximum influence in your life (you call them, they call you)
 3. Branches – your allies – people that will go to bat for you (you debate taking their call, call when convenient)

4. Leaves – your advocates – people you might not know, but would vouch for you – could be a friend of a friend (debate taking their call, call when needed)
- iii. There is a strong difference between friends and acquaintances
 1. Will help you RIGHT NOW
 2. Wants you to succeed
 3. Holds you accountable to your goals
 4. No ulterior motive
 5. Trusted secret keeper
 6. Who celebrates you?
- iv. Now that you've done that, go back to your roots and your trunk and list two strengths that they have. It could be something you have in common or something you admire, but list at least two strengths each person in your social network has.
- v. Social Ties within your 6 hours – think strategically about how you can make that fit
 1. Physical wellbeing
 2. Financial wellbeing
 3. Community wellbeing
 4. Career wellbeing

III. Summary of Social Wellbeing

6:40 p.m. to 6:45 p.m.

Tuesday – ML

Wednesday – SJ

Concept of 'peer pressure' is prevalent in the research done by Gallup:

1. Happiness can increase by as much as 15% if someone in your social network is also happy
2. Second hand concept – If Jen is happy, then her close friend Maddie is 15% more likely to be happy, and in turn, Maddie's close friend Katelyn is 10% more likely to be happy and if that continued to Katelyn's friend Matt, then his 6% more likely to be happy.
3. You are 61% more likely to smoke if you have a direct connection with a smoker.
 - a. 2nd degree is 29%
 - b. 3rd degree is 11%
4. You are 57% more likely to be obese if your friend is obese. The relationship is important though because if your sibling is obese you are only 40% more likely and if your spouse/partner you are 37% more likely.

Don't expect one friend to do it all. The quality of your relationships, not the quantity has a larger impact on your overall wellbeing.

Recommendations

1. Spend 6 hours a day socializing with friends, family and colleagues.
2. Strengthen the mutual connections in your network.
3. Mix social time with physical activity.

IV. Vital Friends

6:45 p.m. to 7:10 p.m.

Tuesday – JP

Wednesday – RJ

- a. The energy *between* people is what creates great marriages, families, teams, and organizations...yet we put almost all of our effort and energy into *self*-development. The potential is hiding *within* each relationship.
- b. Scientists have found that friends are the catalysts for high points in any given day. Strong social relationships *the* leading indicator of our overall happiness (p. 21)
- c. Connected to Wellbeing and Strengths is the concept of Vital Friends. A vital friend is:
 - i. Someone who measurably improves your life
 - ii. A person at work or in your personal life who you can't afford to live without
- d. Also based on Gallup's research, "Vital Friends: The People You Can't Afford To Live Without" introduces several key concepts about the role that friendships play in our lives:
 - i. You are who you eat with: diet/physical activity and friendship are closely intertwined...if your best friend has a very healthy diet, you are five times as likely to have a very healthy diet yourself.
 - ii. Myth of well-roundedness: we expect one person to meet our every need, but it never happens, and we end up disappointed. Friendships are not designed to be well-rounded, 83% of people bring a different strength to the relationship than their best friend does.
 - iii. We give different than we receive: Vital Friendship roles are not often reciprocated, nor do they need to be. In some relationships you and your friend will play the same role, but that is not the norm.
 - iv. You have the most room for development within your strongest friendship today: When we feel too busy, and don't feel we can make time to invest in our friendships, it's important to think of your best friendships (personally or professionally) and dedicate even your smallest attention there.
- e. VF introduces 8 friend roles (use handout to introduce each one):
 - i. Builders
 - ii. Champions
 - iii. Collaborators
 - iv. Companions
 - v. Connectors
 - vi. Energizers
 - vii. Mind-Openers
 - viii. Navigators
- f. For discussion...
 - i. Which Vital Friends roles do you play?
 - ii. Which Vital Friends roles do you need?
 - iii. How do your Strengths enable your Vital Friends roles?
 - iv. If "having at least four friends appear to provide the maximum protective effect," (p.25) how can you identify and build your core four vital friends?

V. Encourage/Connect

7:10 p.m. to 7:25 p.m.

Tuesday – JP

Wednesday – RJ

- a. You Got Who?
 - i. Tell your inner circle what they mean to you
 - ii. Be open that others will move in and out
 - iii. Don't be afraid to cut
 - iv. Share your passions, goals for balance, make it part of your daily routine
 1. How many people call their mom or dad each day?
 2. Do that with your friends
- b. How to use social media for good
 - i. Limit on Facebook friends – 5,000
 1. NY Times petition to raise the quota on friends
 2. UK Scientist actually did a study that found the most you could manage would be 150.
 - ii. ***Examples from Facilitators on how you use Social Media to connect and encourage your friends***
 - iii. Overview of strategies for LinkedIn, Pinterest and Instagram
 1. LinkedIn
 - a. Decision between LinkedIn or Facebook to be your professional/social network. How do you differentiate? Do you accept all requests?
 - b. Use the features: who has viewed your profile; who is a 2nd or 3rd connection
 - c. Keep your information current, because recruiters utilize LinkedIn like crazy
 2. Pinterest
 - a. Is the fastest growing social network of all time, ignore it at your peril
 - b. Use it for more than great recipes or for your Cinco De Mayo party
 - c. Find infographics and create a board
 - d. Follow inspirational or creative people
 - e. Start a board with books you'd like to read
 - f. Pin for others – what do your friends like/gift ideas etc.
 - g. Inspirational quotes
 3. Instagram
 - a. You can connect with people you may never have the chance too
 - b. You can show what your passions are
 - c. What about sharing photos of site visits you've done
 - d. Altering pictures of role models, mentors or leaders you admire
 - e. Taking pictures of books you are reading

VI. Closing comments (7:25 p.m. to 7:30 p.m.)

- a. Homework for next week – Things to Bring:

- i. Bring your Vision Board – and we are going to look at revising it from the first week
- ii. Bring your laptop so you can take the Wellbeing assessment
- iii. Bring your feedback and ideas for what we can do to improve the program

Week Eight – February 26-27

Topics: Conclusion

- I. Review Vision Boards **(6 p.m. to 6:40 p.m) RJ**
 - a. Revisions
 - b. Sharing changes

- II. I Will Statements **(6:45 p.m. to 7 p.m.) JP**
 - a. Constructing
 - b. Sharing

- III. Daily Commitments to Balance **(7:05 p.m. to 7:20 p.m.) RJ**
 - a. Constructing – can be in any order – sentence form or acronyms
 - b. Sharing

- IV. Conclusion **(7:15 p.m to 7:30 p.m.) JP, ML and RJ**
 - a. Final Thoughts – one thing you are taking away from these meetings
 - b. Future of BBP

Appendix C: Wellbeing Finder Assessment Items

Welcome to the Wellbeing Finder. This 5 to 10-minute assessment is the foundation of Gallup's Wellbeing program. It will help you measure your wellbeing and the quality of your daily experiences. You can take the assessment as frequently as you like to track your wellbeing over time

Before proceeding with the assessment, please tell us in what country you currently reside

The following questions are about you as an individual and about your life overall. Gallup's Wellbeing program is designed to help you hold yourself accountable for your wellbeing, so we encourage you to be as candid as possible when answering each question.

Keep in mind that your responses and results are completely confidential. At no time will Gallup disclose your individually identified results to others without your permission.

When you have completed the Wellbeing Finder, you will receive a personalized guide to use to improve your wellbeing in each of the five essential elements revealed by Gallup's research: Career Wellbeing, Social Wellbeing, Financial Wellbeing, Physical Wellbeing, and Community Wellbeing

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

On which step of the ladder would you say you personally feel you stand at this time, assuming that the higher the step the better you feel about your life, and the lower the step the worse you feel about it? Which step comes closest to the way you feel?

10 Best possible life

09

08

07

06

05

04

03

02

01

00 Worst possible life

Don't know

Now, imagining the same ladder...

On which step do you think you will stand about five years from now?

10 Best possible life

09
08
07
06
05
04
03
02
01
00 Worst possible life
Don't know

Do you have any health problems that prevent you from doing any of the things people your age normally can do?

Yes
No
Don't know

During the last 30 days, for about how many days did poor health keep you from doing your usual activities?

(select 0-30 or don't know)

If you were in trouble, do you have relatives or friends you can count on to help you whenever you need them, or not?

Yes
No
Don't know

Are you satisfied or dissatisfied with your standard of living, all the things you can buy and do?

Satisfied
Dissatisfied
Don't know

Right now, do you feel your standard of living is getting better or getting worse?

Better
Same

Worse
Don't know

Have there been times in the past twelve months when you did not have enough money to buy food that you or your family needed?

Yes
No
Don't know

Have there been times in the past twelve months when you did not have enough money to pay for health care that you or your family needed?

Yes
No
Don't know

Is the city or area where you live getting better or getting worse as a place to live?

Better
Same
Worse
Don't know

Do you feel safe walking alone at night in the city or area where you live?

Yes
No
Don't know

If you lost a wallet or a purse that contained items of great value to you, and it was found by a neighbor, do you think it would be returned with its contents, or not?

Yes
No
Don't know

Is religion an important part of your daily life?

Yes

No
Don't know

Now, thinking about your life in general, how much do you agree or disagree with the statements on the following pages?

I like what I do each day.

1 Strongly disagree

2

3

4

5 Strongly agree

Don't know

I have a lot of love in my life.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I have more than enough money to do what I want to do.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

My physical health is near-perfect.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I can't imagine living in a better community than the one I live in today.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I always make time for regular trips or vacations with friends and family.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I have a group where I belong, where I am accepted.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

The community or area where I live is a perfect place for me.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I get to use my strengths to do what I do best every day.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

- 2
- 3
- 4
- 5

Don't know

I always feel good about my physical appearance.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

I have the resources I need to do good work every day.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

Compared to the people I spend time with, I am satisfied with my standard of living.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

The relationships in my life are as strong as they possibly could be.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

The house or apartment that I live in is ideal for me and my family.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I often feel sad or depressed.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

There is somebody in my life who encourages my development.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

A doctor would say that I do a great job of managing my health.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I have too much stress in my life.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I have built a financial reserve that could sustain my lifestyle if I retired today.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I have a lot of pain on most days.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I feel safe drinking the water and breathing the air in my community.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

There is someone in my life who always motivates me to be healthy.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I believe I will have enough money in the future.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I am treated with respect every day.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

My relationship with my spouse, partner, or closest friend is stronger than ever.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

My money is well managed.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

The relationships in my life give me positive energy every day.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

There is a leader in my life who makes me enthusiastic about the future.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I exercise regularly to improve my health.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I learn or do something interesting every day.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

I am proud of my community (or the area where I live).

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

- 2
- 3
- 4
- 5

Don't know

I have a very healthy diet.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

I take time to enjoy life, rarely taking things for granted.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

My life has an important purpose or meaning.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

I always feel safe and secure.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

- 1
- 2
- 3
- 4
- 5

Don't know

In the last 12 months, I have received recognition for contributions to my community.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

In the last 12 months, I have spent a lot of my time doing things that are most meaningful to me.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

In the last 12 months, I have reached most of my goals.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

In the last 30 days, I have done something better than ever before.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

In the last seven days, I have worried about money.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

In the last seven days, I have had a lot of energy every day.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

Up to this point, my life has exceeded my wildest expectations.

Rate your level of agreement on a five-point scale, where 5 means strongly agree and 1 means strongly disagree.

1

2

3

4

5

Don't know

Demographics Review

Height / Weight:

[Edit](#)[Clear](#)

	▼
	▼
	▼

Marital Status:

Single/Never married

[Edit](#)[Clear](#)

Married

Living with a partner/significant other

Separated

Divorced

Widowed

Single/Never married

Decline

Annual income:

NA

[EditClear](#)

Education:

Some college

[EditClear](#)

Less than high school graduate

High school degree or graduate

Some college

Trade, Technical, or Vocational training

College graduate

Post graduate work or degree

Decline

Occupation:

A full-time student

[EditClear](#)

Appendix D: Statistical Analysis Tables for Five Wellbeing Dimensions

Composite		
Follow-up - Pre-test	Treatment	Comparison
Mean	11	-0.11
SD	6.63	8.71
N	14	9
P-value	0.0023	
Post-test - Pre-test	Treatment	Comparison
Mean	8.93	-1.11
SD	7.43	7.9
N	14	9
P-value	0.0056	
Physical		
Follow-up - Pre-test	Treatment	Comparison
Mean	1.38	-0.22
SD	0.87	1.99
N	14	9
P-value	0.0145	
Post-test - Pre-test	Treatment	Comparison
Mean	1.14	-0.11
SD	1.03	1.69
N	14	9
P-value	0.038	
Community		
Follow-up - Pre-test	Treatment	Comparison
Mean	0.85	0.22
SD	1.28	1.3
N	14	9
P-value	0.265	
Post-test - Pre-test	Treatment	Comparison
Mean	0.64	0
SD	1.6	1
N	14	9
P-value	0.2975	
Career		
Follow-up - Pre-test	Treatment	Comparison

Mean	1.46	0.22
SD	0.88	0.83
N	14	9
P-value	0.0029	
Post-test - Pre-test	Treatment	Comparison
Mean	1.29	-0.11
SD	1.2	1.45
N	14	9
P-value	0.0199	
Financial		
Follow-up - Pre-test	Treatment	Comparison
Mean	0.92	0.56
SD	1.19	1.88
N	14	9
P-value	0.578	
Post-test - Pre-test	Treatment	Comparison
Mean	0.57	0.56
SD	1.09	1.33
N	14	9
P-value	0.9845	
Social		
Follow-up - Pre-test	Treatment	Comparison
Mean	1.46	-0.22
SD	0.88	0.97
N	14	9
P-value	0.0003	
Post-test - Pre-test	Treatment	Comparison
Mean	0.93	-0.56
SD	1.07	1.24
N	14	9
P-value	0.0059	